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ABSTRACT

Project BACIS provides instructional, resource, and supportive services for recent immigrants from Cambodia, Haiti, and Vietnam at three New York City high schools (Christopher Columbus, Samuel J. Tilden, and Walton). At each site, students received instruction in English as a second language (ESL). Although the project proposed that both native language arts and content-area classes would be taught in the native language, students were placed in classes according to the availability of such instruction at each school. Supportive services to program students included academic, personal, and vocational counseling, contact with families, and referrals to outside services. Development activities for staff members consisted of attendance at parent advisory council meetings and ESL classes taught by project staff. In 1983-84, the second year of funding, students were able to meet project objectives in ESL, but they were able to achieve attendance and content-area objectives only in the spring. In the fall, the objective was met only in science classes. Students at two sites met proposed objectives for improvement in attitude towards school and cultural heritage, althougn overall success rates fell below the program's criterion. Project weaknesses existed in the area of program supervision, training, and coordination. (KH)

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PROJECT BACIS

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

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Judith S. Torres, Senior Manager

Grant Number: G00-820-2293

PROJECT BACIS

1983-1984

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A SUMMARY OF THE REPORT

This multi-site program, in its second year of funding, provided instructional, resource, and supportive assistance to three different populations of recent immigrants from Cambodia, Haiti, and Vietnam at Christopher Columbus, Samuel J. Tilden, and Walton High Schools. Program staff at each site worked with varying numbers of students. At Tilden, 118 Haitian students were involved in the project; Walton started the year with approximately 100 Vietnamese students, although the number of students receiving services dropped to 33 in May. Thirty-three of the students at Walton were born in Vietnam. The rest were born in the People's Republic of China, Taiwan, Cambodia, Hong Kong, Thailand, and Laos. Project staff at Columbus served 58 Cambodian students. All students spoke their native language at home and were reading below grade level. The Cambodian students suffered major interruptions in their education as a result of political upheaval in their native country.

During the project's first year, the Cambodian component was located at Park West High School. The component was moved to Christopher Columbus both due to a drop in the number of Cambodian students enrolled at Park West, and in order to be situated in a school whose Cambodian students lived in its immediate vicinity.

Centrally-located staff members included the project director (who also administered three other Title VII multi-site programs), assistant coordinator, and secretary. On-site staff consisted of a resource specialist, educational assistant, and family worker at each of the participating schools.

At each site, students received instruction in English as a second language. Although the project proposed that both native language arts and content-area classes would be taught in the native language, in reality, students were placed in classes according to the availability of such instruction at each school. Supportive services to program students included academic, personal, and vocational counseling, contact with families, and referrals to outside services. Development activities for staff members consisted of attendance at university courses and limited orientation and in-service training. Parents of participating students were involved through attendance at parent advisory council meetings and E.S.L. classes taught by project staff.

Project objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mathematics, science, and social studies (teacher-made examinations); attitude toward cultural heritage and continued education (program-developed scales); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Students mastered an average of 1.6 CREST objectives per month in the fall and an average of 1.2 CREST objectives per month in the spring, thus meeting the proposed objective.

--Over 90 percent of the program students at Walton and Samuel J. Tilden demonstrated an improvement in their attitudes toward school and their cultural heritage.

--The 80 percent passing criterion in subject-area courses was met overall in science classes in the fall, and in mathematics, science, and social studies classes in the spring.

--The attendance rate of program students was significantly higher statistically than that of the general population.

The following recommendations are offered towards improving the overall effectiveness of the program:

--establishing individual orientation sessions for all new staff members as they are hired and follow-up procedures to insure that they are fully integrated within the program;

--providing regular on-site meetings at least once a month with all project staff to identify and deal with problems, provide information, and comment on classroom observations;

--establishing a series of training sessions for project staff members to share common problems or meetings by job title to discuss problems common to each area;

--encouraging the type of informal contact that resource specialists have initiated among themselves;

--revising the attitude questionnaires;

--establishing a record-keeping system for all staff not regularly assigned to classes, tutorial, or counseling sessions as a means of tracking the work done by staff members whose time appears to be unstructured; and

--providing evaluation data as proposed, to facilitate the degree to which program objectives have been attained.

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PROJECT BACIS
BILINGUAL ACADEMIC CAREER INTEGRATED STUDIES

Central Location:	1171 65th Street Brooklyn, New York
Participating Schools:	Christopher Columbus High School 925 Astor Avenue Bronx, New York 10469
	Samuel J. Tilden High School 5800 Tilden Avenue Brooklyn, New York 11203
	Walton High School West 195th Street and Reservoir Avenue Bronx, New York 10458
Year of Operation:	1983-1984, Second Year of Funding
Target Languages:	French/Haitian Creole, Khmer, Vietnamese
Number of Participants:	375 students proposed, 240 reported
Project Director:	Mr. Angelo Gatto

I. INTRODUCTION

In its second year of funding, Project BACIS provides instructional, resource, and supportive services for three different populations of recent immigrants from Cambodia, Haiti, and Vietnam at Christopher Columbus, Samuel J. Tilden, and Walton High Schools. During the previous year, the Cambodian component was located at Park West High School; the component was moved to Christopher Columbus both because of a drop in the number of Cambodian students enrolled at Park West and in order to be situated in a school whose Cambodian students live in its immediate vicinity.

The project is centrally staffed by the project director (who also

administers three other Title VII multi-site programs), assistant coordinator, and secretary. Fluent in Creole, the assistant coordinator makes periodic visits to Tilden, the site of the project's Haitian component. On-site staff consists of a resource specialist, educational assistant, and family worker at each of the three participating schools.

Project BACIS has been discussed fully in the evaluation report dealing with its first year of operation. This report will omit much of the detail contained in that report. Instead, after giving a brief overview of student characteristics, it will focus on the project's ability to meet its objectives. In addition, it will discuss issues of staffing and project administration.

II. STUDENT CHARACTERISTICS

The BACIS staff at each school worked with greatly varying numbers of students. At Tilden, 118 students were involved in the project, nearly all of the Haitian students enrolled in that school's tax-levy bilingual program. At Walton, whose total school population is four percent Asian, the year began with nearly 100 Vietnamese students. Thirty-three were still receiving project services at the time of the evaluation visit in May. A dozen students had graduated in January and some had been mainstreamed. Thirty-one students from other Asian countries also participated in the program at this site. The assistant principal expected that by September 1984 the total number would be up again to 100. At Christopher Columbus, Asian students of different backgrounds make up 27 percent of the total student body. Both the resource specialist and the educational assistant at this site reported that they were serving 58 Cambodian students. (See Table 1 for a presentation of the program students for whom information was reported, by country of birth.)

All program students were recent immigrants who spoke their native languages at home. The majority had been in the program for one year or less (see Table 2). All program students were reading below grade level and were eligible for free lunch. At Columbus, the majority of the program students were male; at Walton and Tilden, the majority were female (see Table 3). Another characteristic of the program population was the high percentage of students who were overage for their grade placement (76 percent). Much of this overagedness can be explained by the fact that

the majority of the students have come from countries where the educational systems do not parallel ours or where formal education is not readily accessible (see Table 4). In addition, because of the political history of their native country, the Cambodian students have suffered major interruptions in their education.

TABLE 1

Country of Birth of Program Students by Site

School	Country of Birth	Number
Columbus	Cambodia	58
Tilden	Haiti	118
Walton	Vietnam	33
	Thailand	3
	Laos	4
	Cambodia	18
	People's Republic of China	1
	Taiwan	2
	Hong Kong	3
TOTAL		240

•Of the 240 participants reported, 118 (approximately 50 percent) were Haitian students whose native language was Creole.

TABLE 2

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	33	7	5	0	45
1 Academic Year	63	36	11	0	110
2 Academic Years	19	20	12	1	52
3 Academic Years[b]	8	3	8	2	21
4 Academic Years[b]	1	0	0	3	4
TOTAL	124	66	36	6	232

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program at site.

- One hundred fifty-five students have been in the program one year or less.
- Twenty-five students have participated in previous bilingual programs at the individual sites.

TABLE 3

Number and Percent of Program Students by
Sex and Grade in Project BACIS Schools

Grade	Columbus Male	Columbus Female	Walton Male	Walton Female	Tilden Male	Tilden Female	Total Male	Total Female	Total	Percent of Total
9	14	7	18	16	37	35	69	58	127	54
10	6	5	8	8	9	32	23	45	68	29
11	15	8	3	5	2	3	20	16	36	15
12	0	0	5	1	0	0	5	1	6	2
Total Number	35	20	34	30	48	70	117	120	237	100
Percent of School	64	36	53	47	41	59	49	51		

- Overall, the numbers of male and female project students were roughly equal, and the number of students decline with grade level.
- When examined by site, males outnumber females at Columbus and Walton, and females outnumber males at Tilden.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	6	1	0	0	7
15	20	3	0	0	23
16	34	13	2	0	47
17	29	20	7	0	56
18	18	16	10	2	46
19	10	2	6	1	19
20	5	9	5	1	19
21	0	2	1	1	4
22	0	1	2	2	6
TOTAL	124	67	33	7	231
Program Overage Students					
Number	96	50	24	5	175
Percent	77	75	72	71	76
Tilden High School					
Number	53	29	4	0	86
Percent	75	71	80	0	73
Walton High School					
Number	26	13	6	5	50
Percent	81	87	75	71	82
Christopher Columbus High School					
Number	17	8	14	0	39
Percent	81	73	70	0	75

Note. Shaded boxes indicate expected age range for grade.

- Seventy-six percent of the program students are overage for their grade.
- The high percentage of overage students at each site reflects the education and migration histories of these populations.

III. FINDINGS

The findings are based on the evaluation design included in the Project BACIS proposal. They include both objectives measurable by standardized test results and those based on an examination of program material and records, on-site visits, and interviews with relevant personnel. In preparing this report, a member of the evaluation team visited all three of the participating schools.

OBJECTIVE 1. Students will demonstrate an appropriate increase in English language proficiency.

Program students improve their English skills at each school through a combination of English as a second language (E.S.L.), subject-area, and mainstream classes. E.S.L. instruction is available at all three schools. Tilden offers a full complement of bilingual subjects through its tax-levy bilingual program for Haitian students. Columbus students take all subject-area courses in the mainstream and, with the exception of social studies which is offered in Vietnamese, Walton students do likewise.

Tilden offers four levels of E.S.L. instruction each semester. The principal plans to add a third year of E.S.L. in fall 1984. At Columbus, the resource specialist teaches two E.S.L. classes. Walton students take three periods of English per day: two E.S.L. classes and a tax-levy English reading class. Careers orientation, a tax-levy English class, is also given at Walton in conjunction with E.S.L. Although the E.S.L. classes do not only include program students, the E.S.L. 4 class observed

by a member of the evaluation team did have a concentration of Vietnamese students in it; using an overhead projector, the teacher was reviewing verb tenses, cloze exercises, and prepositions.

The Vietnamese and Cambodian educational assistants help students in mainstream classes and do individual tutoring. Since the Cambodian educational assistant started work in February, such help was only available during the spring semester. In a math class observed by a member of the evaluation team, he worked closely with the one Cambodian student having difficulty following the teacher's English-language instructions.

Different degrees of English were used at Tilden in the three bilingual classes visited. In one general science class, the teacher wrote the aim of the lesson in English and translated key vocabulary into English. In another science class, some students responded in English. In a math class which was reviewing for the French-language Regents Competency Test (R.C.T.) in math, the teacher encouraged answers in English and gave nearly all explanations in English; most students in this class replied in English.

The Criterion Referenced English Syntax Test (CREST) was used to measure growth in knowledge of English syntax. The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and the number of objectives mastered per month is computed by dividing the gain by the months of treatment. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered at the beginning and end of both the fall and spring semesters. Tables 5 through 8 presents the test results for students who were pretested and posttested with the same test level during each semester.

Complete data were available for 151 students (approximately 74 percent of students taking E.S.L.) in the fall semester and for 149 students in the spring. Table 5 indicates data for all students who participated in Project BACIS. Tables 6 through 8 present the results of the CREST for program students at Christopher Columbus, Walton, and Samuel J. Tilden High Schools, respectively.

The program objective calls for an "appropriate" increase in English language proficiency. As Chapter I programs consider an average of one CREST objective per month as the appropriate level of achievement, this criterion was used to quantify the achievement of program students.

Examination of Table 5 reveals that the objective was met. Students mastered an average of 1.6 CREST objectives per month in the fall and an average of 1.2 CREST objectives per month in the spring. Mastery decreased as the CREST level increased. Mastery also decreased from fall to spring,

*Board of Education of the City of New York, Division of High Schools, 1978.

which is not surprising as students have been found to do better in the fall semester at other programs.

Tables 6 through 8 present CREST data for Christopher Columbus, Walton, and Samuel J. Tilden High Schools, respectively. Generally, the average number of objectives mastered per month at each school was close to the overall average for the program. Each school met the objective both semesters.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on the Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	64	10.9	17.0	6.1	3.0	2.0
II	38	12.0	17.3	5.3	3.0	1.8
III	39	7.6	10.2	2.6	3.0	0.9
TOTAL	151	10.4	15.3	4.9	3.0	1.6
			Spring			
I	39	10.1	15.7	5.6	3.0	1.9
II	55	14.0	17.8	3.8	3.0	1.3
III	55	7.9	9.9	2.0	3.0	0.7
TOTAL	149	10.7	14.3	3.6	3.0	1.2

*Posttest minus pretest.

- Overall, students mastered an average of 1.6 and 1.2 CREST objectives per month in the fall and spring, respectively; thus, the program objective was met.
- Overall performance declined from fall to spring.

TABLE 6

Results of the Criterion Referenced English Syntax Test:

(Program Students Pretested and Posttested on the Same Test Level)

Christopher Columbus High School

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	18	9.2	14.0	4.8	3.0	1.6
II	7	14.0	18.4	4.4	2.7	1.6
III	1	11.0	11.0	0.0	3.3	0.0
TOTAL	26	10.6	15.1	4.5	3.0	1.5
			Spring			
I	15	11.9	15.4	3.5	2.9	1.2
II	6	14.7	19.2	4.5	3.0	1.5
III	2	7.0	10.5	3.5	1.6	1.2
TOTAL	23	12.2	16.0	3.8	2.9	1.3

*Posttest minus pretest.

- Program students met the proposed mastery rate at each CREST level both semesters.

TABLE 7

Results of the Criterion Referenced English Syntax Test:

(Program Students Pretested and Posttested on the Same Test Level)

Walton High School

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	16	16.1	20.7	4.6	3.0	1.5
II	18	16.1	21.2	5.1	3.0	1.7
III	16	8.9	11.9	3.0	3.0	1.0
TOTAL	50	13.8	18.1	4.3	3.0	1.4
			Spring			
I	3	17.3	22.3	5.0	3.0	1.7
II	30	16.3	19.6	3.3	3.0	1.1
III	13	8.8	10.9	2.1	3.0	0.7
TOTAL	46	14.3	17.3	3.0	3.0	1.0

*Posttest minus pretest.

- The program objective was reached by students tested at all CREST levels in the fall, and by Level I and II students in the spring.

TABLE 8

Results of the Criterion Referenced English Syntax Test:

(Program Students Pretested and Posttested on the Same Test Level)

Samuel J. Tilden High School

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	30	9.2	16.7	7.5	3.0	2.5
II	23	8.2	13.8	5.6	3.0	1.9
III	22	6.6	8.9	2.3	3.0	0.8
TOTAL	75	8.1	13.5	5.4	3.0	1.8
			Spring			
I	21	7.8	14.9	7.1	3.0	2.4
II	19	10.2	14.6	4.4	3.0	1.5
III	40	7.6	9.6	2.0	3.0	0.7
TOTAL	80	8.3	12.2	3.9	3.0	1.3

*Posttest minus pretest.

- The program objective was reached by Level I and II students in the fall and spring.

OBJECTIVE 2. Cambodian students will demonstrate a significant increase in native language achievement.

The resource specialist at Columbus offered two native language arts (N.L.A.) classes during the spring semester; none were given in the fall. Classes were small, reflecting the size of the program. Only ten students were in the advanced N.L.A. class visited by a member of the evaluation team; the teacher gave a dictation and the lesson was 100 percent in Khmer. The assistant principal indicated the need for Khmer teachers in the subject areas.

Both the resource specialist and the educational assistant stressed the need for more Khmer books. Because few books are available in the United States, the resource teacher has had to borrow books from parents, duplicate sections, and distribute them to her students. Last summer, she translated and adapted An Introduction to American History in the Khmer Language for grades eleven and twelve. It was printed in fall, 1983. This summer, she expects to translate material about global history or career education.

No data were provided to evaluate the proposed achievement objective in this area.

OBJECTIVE 3. Haitian students will demonstrate a significant increase in native language achievement.

Haitian students at Tilden are able to take bilingual math, science, social studies, and speech, in addition to N.L.A. About half of the teachers use French, Creole, and English and the others use French and English, although the students' native language is Creole. The resource specialist thought the use of just French and English did not present major difficulties in math classes, except for verbal problems. The math class observed, which had an educational assistant, was taught almost entirely in English; the teacher used French sparingly. The assistant principal for foreign languages, who supervises the bilingual program and is not fluent in Creole, stated that since the educational assistant "co-teaches" the classes in which he works, the teachers' failure to use Creole did not present a problem. Language usage is left to the individual teacher, rather than representing departmental policy.

Last summer the resource specialist developed two curriculum manuals: Introduction a L'Etude des Institutiones Americaines, lessons on the constitution, division of powers, and political parties for grades nine and ten; and Notions Preliminaires de Mathematiques, a manual for ninth graders taking fundamentals of mathematics.

No data were provided to evaluate the proposed student achievement objective in this area.

OBJECTIVE 4. Vietnamese students will demonstrate a significant increase in language achievement.

The resource specialist at Walton teaches global history and small-group tutorials. Only 12 students were in the history class observed, which was conducted totally in Vietnamese. The resource specialist has already translated and adapted Global History in Vietnamese for ninth graders, and is planning to do further work this summer either on global history curricula or a manual on career education. The students' nine-period day includes tutoring from both the resource specialist and the educational assistant.

No data were provided to evaluate the proposed student achievement objective in this area.

OBJECTIVE 5. Students will demonstrate an improvement in attitude toward cultural heritage.

OBJECTIVE 6. Students will demonstrate an improvement in attitude toward school.

Two attitude scales were developed by the program staff in order to assess the students' attitudes toward their cultural heritage and toward school. Program objectives called for an 80 percent "passing rate," i.e., an improvement of one scale level on both of these measures between fall and spring terms.

The project director reported that since he was formally notified in April 1984 of the need to revise these instruments he was not been able to make any changes this year. He intends to revise them during the 1984-85 academic year.

The results for the cultural heritage attitude scale (see Table 9) indicate an overall passing rate of 72 percent, indicating that the objective for this area was not achieved. However, inspection of the rates for each school shows a wide variation, ranging from 32 percent for Christopher Columbus High School to 93 percent for Samuel J. Tilden High School.

The result for the assessment of attitudes toward school show a similar passing rate of 76 percent. Again, although the overall rate for the entire project failed to meet the objective, the rates for each school varied from 35 percent at Christopher Columbus to 98 percent at Samuel J. Tilden.

TABLE 9

Results of Program-Developed Attitude Scales

Attitude Toward Cultural Heritage

School	Passing Rate
Christopher Columbus	32%
Walton	90%
Samuel J. Tilden	93%
Total Project	72%

Attitude Toward School

School	Passing Rate
Christopher Columbus	35%
Walton	90%
Samuel J. Tilden	98%
Total Project	76%

OBJECTIVE 7. Eighty percent of the students will achieve a passing grade in the subject areas of mathematics, science, and social studies.

In the fall reporting rates were highest for mathematics classes with 197 (82 percent) students reported in the spring. The lowest reporting rates were in social studies and science during the fall (approximately 65 percent) primarily due to low reporting by Christopher Columbus High School.

The weighed passing rates for students were 75.6 percent in the fall and 83.1 percent in the spring, for a combined weighed average of 79.5. A *z*-test for the significance of a proportion indicated that this is not significantly different from 80, and therefore the program objective was met.

Mathematics courses included remedial and fundamental math, pre-algebra, algebra, geometry, tenth- and eleventh-year math, as well as business math. Science courses included general science, biology, chemistry, and physics. Social studies courses included global history, American history, economics, civics, and American studies.

Table 10 presents the overall passing rates for program students in mathematics, science, and social studies for the fall and spring semesters. Tables 11 and 12 present these same passing rates by school.

TABLE 10

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics	94	78.7	58	72.4	30	80.0	5	100.0	187	77.5
Science	84	79.8	46	73.9	20	90.0	6	100.0	156	80.1
Social Studies	84	61.9	49	73.5	22	81.8	4	100.0	159	69.2
				Spring						
Mathematics	110	83.6	59	74.6	24	75.0	4	100.0	197	80.2
Science	97	85.6	52	84.6	19	84.2	3	33.3	171	84.2
Social Studies	103	84.5	57	82.5	19	94.7	2	100.0	181	85.1

- Overall passing rates increased from fall to spring.
- The 80 percent passing criterion was met in science classes in the fall and in all three areas in the spring.

TABLE 11

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects, by School

Fall

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Christopher Columbus High School										
Mathematics	9	77.8	10	40.0	18	66.7	0	0	37	62.2
Science	0	0	2	100.0	9	77.8	0	0	11	81.8
Social Studies	0	0	4	75.0	10	70.0	0	0	14	71.4
Samuel J. Tilden High School										
Mathematics	53	73.6	33	84.8	5	100.0	0	0	91	79.1
Science	54	72.2	32	75.0	5	100.0	0	0	91	74.7
Social Studies	56	58.9	35	77.1	5	80.0	0	0	96	66.7
Walton High School										
Mathematics	32	87.5	15	66.7	7	100.0	5	100.0	66	75.8
Science	30	93.3	12	66.7	6	100.0	6	100.0	54	88.9
Social Studies	28	67.9	10	60.0	7	100.0	4	100.0	49	73.5

TABLE 12

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects, by School

Spring

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Christopher Columbus High School										
Mathematics	12	83.3	7	57.1	13	61.5	0	0	32	68.8
Science	0	0	1	100.0	7	85.7	0	0	8	87.5
Social Studies	0	0	2	50.0	8	87.5	0	0	10	80.0
Samuel J. Tilden High School										
Mathematics	68	86.5	40	82.5	5	80.0	0	0	113	85.0
Science	70	85.7	40	92.5	5	100.0	0	0	115	88.7
Social Studies	72	84.7	41	85.4	5	100.0	0	0	118	85.6
Walton High School										
Mathematics	30	76.7	12	58.3	6	100.0	4	100.0	52	76.9
Science	27	85.2	11	54.5	7	71.4	3	33.3	48	72.9
Social Studies	31	83.9	14	78.6	6	100.0	2	100.0	53	84.9

OBJECTIVE 8a. The drop-out rate of program students will be less than that of mainstream students.

Tutoring at all sites provides individual attention likely to discourage students from dropping out. The Haitian resource specialist is planning to put together a guide to the school system for Haitian students who, new to this country, are unfamiliar with the educational and support options available to them. Such material should encourage students to stay in school, in addition to providing a valuable orientation.

No data were provided to evaluate this objective.

OBJECTIVE 8b. The attendance rate of program students will be statistically significantly greater than that of the general school population.

Attendance rates for program students and the general school population at each program site are presented in Table 13. Program students at all three sites had attendance rates above 90 percent, with program students at Samuel J. Tilden High School the highest at 98 percent.

In addition, a *z*-test was used to examine the difference between attendance rates of program students and the general school populations. A result (*z*-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. As shown in Table 13, the *z*-values for each school are sufficiently large to indicate statistical significance. The program objective was met in all three schools.

TABLE 13

Significance of the Difference Between the Attendance Percentages of Program Students and the Attendance Percentage of Each Participating School

School	Number of Program Students	Mean Program Attendance Rate	Standard Deviation	Mean School Attendance Rate	z
Christopher Columbus	28	94.8	3.4	76.78	2.26*
Walton	54	94.4	7.4	76.95	3.05*
Samuel J. Tilden	93	98.4	3.5	86.62	3.34*
Total	175	96.6	5.4		

*Statistically significant at .05.

•Students at all three schools had attendance rates which exceeded the schoolwide rates at each site. Thus, the program objective was met.

OBJECTIVE 9. There will be an increase in awareness of pupil problems and needs by program staff.

OBJECTIVE 10. Staff will demonstrate professional growth.

Project BACIS paid full or partial tuition for staff taking graduate and undergraduate courses in counseling, audio-visual training, science, mathematics, psychology, sociology, American history, translating problems, and mathematics education.

Although the project proposed to "provide a series of training workshops to meet the needs of the staff and intended staff," orientation and in-service training were extremely limited. Orientation consisted largely of an information kit distributed to all new staff members containing information about program objectives, activities, and administrative procedures, as well as a job description.

The project director reported having held three evaluation workshops and three curriculum development workshops for Project BACIS staff, and an evaluation and a curriculum development workshop for the three BACIS resource specialists. The three resource specialists reported having attended from none to four of these. The topics reported to have been addressed included ordering supplies, filling out forms, preparing curriculum and evaluation. In part to fill the training "gap," the three resource specialists established informal contact with each other to assist one another in their work. As stated by the project director, the project did no formal training for the educational assistants. The Vietnamese resource specialist attended the Asian Education Conference in Washington, D.C.

Although limited efforts appear to have been made, a review of the available data indicates that program objectives in the area of staff development were not met.

OBJECTIVE 11. The parents of students in the program will demonstrate more parental involvement than parents of mainstream students.

Parent advisory council meetings are conducted by the resource specialist at each site and are attended by varying numbers of parents. The Columbus resource specialist reported that such meetings occur every three or four weeks and are attended by over 25 parents. The Walton resource specialist reported one parent meeting in the fall and none in the spring; the Tilden resource specialist stated that one to three parents attend monthly advisory council meetings.

Parents also attended E.S.L. classes. Half of those attending the Columbus classes, taught by the resource specialist, were parents of program students, while the rest were related to students from Theodore Roosevelt High School. Twenty-five to 30 parents attended Walton E.S.L. classes, also taught by the BACIS resource specialist. E.S.L. classes for Tilden parents were held at a nearby community center; a high school equivalency class was also held there. The E.S.L. classes met three times a week in the afternoon for two hours.

While there is clear documentation of program activities designed for and involving parents, data contrasting the involvement of parents of bilingual and mainstream students were not available for analysis. Thus, attainment of the objective could not be assessed.

IV. STAFFING AND ADMINISTRATIVE ISSUES

The educational experiences of Project BACIS staff are varied, and some staff members are relatively inexperienced. All of the resource teachers have an M.A. degree in French and all are licensed high school French teachers. Although one of the resource specialists has eight years of teaching experience, the other two have three years apiece, a significant percentage of which has been in Project BACIS. Of these two, the Vietnamese resource specialist was new to the New York City school system when she joined the project in May 1983, and the Cambodian resource specialist, now teaching two classes of E.S.L., had no prior experience teaching E.S.L. The Cambodian resource specialist is the only licensed Cambodian teacher in the city school system. The two educational assistants and two family workers listed as current staff do not have experience in bilingual education which predates their work in Project BACIS.

Several significant staff changes and problems have occurred since the 1982-83 year. At Walton, the family worker left in spring, 1984 for a better job and is in the process of being replaced. The Columbus program had no educational assistant during the fall term. At Columbus, the family worker went on maternity leave after questions about her job performance resulted in administrative hearings as to her competence. Her job responsibilities were performed, to some extent, by the resource specialist who visited homes, linked families with social services agencies, and did related tasks in addition to those assigned to her.

The director reported that he visited sites twice a month, more often at Columbus, apparently in relation to staff problems. In interviews, resource teachers at Columbus and Walton perceived far less contact with him, with one resource specialist reporting a two-month period when she did not see him at the school. The Columbus resource specialist mentioned that, although when the program was at Park West he discussed student problems with her and observed classes, he had not done so during the year at Columbus. Educational assistants at these two sites reported minimal contact with the director. Project staff at the one Brooklyn site, Tilden, reported more regular contact with the assistant coordinator, who visited Tilden twice a month.

V. CONCLUSIONS AND RECOMMENDATIONS

The project's strengths lie in the commitment and competence of on-site project staff members who provide services which would otherwise be unavailable. Without Project BACIS, the Cambodian and Vietnamese students would have to "sink or swim" through an E.S.L. sequence with no attendant support services, and the Haitian students would participate in a bilingual academic program that has no support services designed for these students.

Student performance on tests used for evaluation suggests the need to review current objectives and practices. Students at all three sites were able to meet the project's proposed objective in E.S.L. However, achievement data were reported for only 62 percent of the participating students each semester. Christopher Columbus had the lowest reporting rate -- approximately 40 percent of the students in the spring.

Students were also able to achieve proposed objectives in attendance and in content-area subjects in the spring; in the fall, the objective was met only in science classes. Students at two sites met proposed objectives for improvement in attitude towards school and cultural heritage, although overall success rates fell below the program's criterion. One possible explanation for this might be found with the instruments themselves. Finally, as native language arts achievement data and dropout information were not provided, these objectives could not be assessed.

The project weaknesses lie in the area of program supervision, training, and coordination. Overseeing three multi-site projects in addition to BACIS without the necessary supervisory resources to maintain ongoing direct contact with staff at each site, the project director is faced with

a monumental task. Nonetheless, any staff, however experienced, needs a thorough project orientation, ongoing training, and regular follow-up meetings. These activities are particularly critical when some staff members have limited experience in New York City high school settings. Although involving paraprofessional staff in such activities is always important, it becomes even more so when two out of three on-site staff members are paraprofessionals.

In order to strengthen Project BACIS during its third year of operation, the evaluation team recommends:

1. The director establish individual orientation sessions for all new staff members as they are hired, as well as follow-up procedures to insure that they are fully integrated with the project.

2. The director provide regularly-scheduled on-site meetings at least once a month with all project staff to identify and deal with problems, provide information, and comment on classroom observations.

3. The director establish a series of training sessions for resource specialists, educational assistants, and family workers as a group to share common problems or meet according to job title (i.e., to discuss the role of educational assistants in the classroom or the types of problems faced by family workers in dealing with different social service agencies). In a program with services and staff located across a number of sites, the need for central support and communication is especially great.

4. The director encourage the type of informal contact that resource specialists have initiated among themselves.

5. The director revise the attitude questionnaires.

6. The director establish a system of record-keeping for all staff not regularly assigned to classes, tutorials, or counseling sessions, to provide better documentation of program activities.

7. The director and staff make efforts to provide evaluation data as proposed, to facilitate the assessment of the degree to which program objectives have been attained.